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ABSTRACT

This guide describes the types of instruments to be used in the evaluation of Iowa's experience-based career education (EBCE-MD) project for mildly mentally disabled secondary students. Part I provides an overview of the formative evaluation data required for project operation. Copies of various instruments are included (instructor questionnaire, student interview, principal and local board member questionnaire, and EBCE student end-of-year questionnaire). Part II pertains to the formative evaluation of project staff. Provided are an overview of data requirements and a resource person questionnaire. Part III provides an overview of evaluation data requirements for EBCE-MD students. Instruments pertaining to student evaluation include an employer evaluation of students, a nine-week evaluation form, and a parent opinion survey. Finally, section IV describes the project log in which the three types of data are to be summarized and stored. (Other guides in the program are Student Career Guide [CE 019 715], Experience Site Learning Guides [CE 019 717], Student Program Guide [CE 019 718], Resource Person's Guide [CE 019 719], and Learning Coordinator Guide [CE 019 720]. A description of the project that produced these materials is available in the final report [CE 019 710].) (JH)

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ED165004

EXPERIENCE BASED CAREER EDUCATION (MD)

FORMATIVE EVALUATION PLAN

Prepared by
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Charleston, West Virginia

Under Supervision of
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CE 019 716

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PREFACE

Iowa Central Community College in Merged Area V was the recipient of a Part D Vocational Education Grant to develop, establish, and operate model vocational education programs utilizing the Experience-Based Career Education project. (Applalachia Educational Laboratory model) in Fiscal Year 1977. Fifty-eight students from fourteen cooperating secondary schools were enrolled in January, 1977, to pilot the EBCE project.

An exemplary project to analyze the potential and demonstrate components of an experience-based career education (EBCE) model in meeting the career education needs of mildly mentally disabled adolescents in secondary schools was initiated in March, 1977. The purpose of that effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled adolescents with Humboldt Community School District selected as the dissemination center. Additionally, the project was piloted in Eagle Grove, Pocahontas and Storm Lake. The project included establishing procedures, editing and re-writing component parts, developing experience sites, in-service training, implementation and evaluation of the component parts.

Project Director, Dr. Carl H. Larson, in cooperation with the Special Education and Career Education Divisions of the State Department of Public Instruction initiated a master project: State Strategy for Dissemination of EBCE-MD Curriculum Materials.

From 1978 to 1981, the EBCE-MD project, training, and materials will be presented to all fifteen Area Education Agencies of Iowa. A framework will be established so that a pilot project can be implemented in at least one community in each of the fifteen AEA's. Instructional personnel of each AEA will be trained to continue the project on their own.

EBCE-MD involves experiential learning...student exploration of math, English, personal/social skills, and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

The publication which follows was developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The guidelines and instructional materials herein are provided to assist local school personnel interested in initiating programs, services, and activities for their students.

ACKNOWLEDGEMENTS

The Formative Evaluation Plan was rewritten for people involved in the Experience Based Career Education Program for the Mildly Mentally Disabled.

Dr. Jack Sanders from the Appalachia Educational Laboratory in Charleston, West Virginia re-designed the plan and personally did much of the writing.

Staff members at Iowa Central Community College who had input were: Dr. Carl Larson, Project Director, Marvin Lewis, Representative to Project from AEA's, Sherri Forbes, Trainer and Technical Assistant, and Jan McMahill, Program and Training Coordinator.

Credit for typing goes to Betty Baldwin at Iowa Central.

We gratefully acknowledge the work of Dan Fowler, Printing Department of Arrowhead Area Education Agency, Fort Dodge for his expedient work in preparing the final copy.

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Introduction

The evaluation of Iowa's Experience Based Career Education (EBCE-MD) Project for Mildly Mentally Disabled Secondary Students requires the collection of both summative and formative data. Summative evaluation will be conducted by an external agency and will assess the overall success of the three year project across the 15 Area Education Agencies (AEA's). Formative evaluation will be carried out primarily by the individual AEA's to demonstrate conformity with project requirements and to fine-tune project operations.

While certain formative data may be requested by the summative evaluator for background, the primary users of formative data will be the AEA's. ICCC and the DPI project managers. Thus, the formative evaluation procedures detailed herein are intended to provide timely, diagnostic information to project decision makers which they may use to direct and improve project operations.

Three types of formative data will be collected:

1. Data pertaining to the diagnosis of project operations;

2. Data pertaining to the diagnosis of staff performance; and

3. Data pertaining to the diagnosis of student performance.

Sections I II, and III of this booklet explain in detail the responsibilities of the AEA's for collecting and maintaining each type of data. Section IV describes the "Project Log" in which these data will be summarized and stored.

Note: For the purposes of this Evaluation Plan, the term AEA will also be used in place of LEA which is the local school where the project operates.

Section I

Formative Evaluation of Project Operations

The first of the three types of data the participating AEA's will collect and maintain concerns the formative evaluation of project operations. Some of these data will diagnose the project's scope, e.g., the number of work sites developed and the number of students being served. Some of these data will diagnose the project's impact, e.g., satisfaction with the program and the probability of program continuation. The specific data to be collected is represented in Table 1 on the following page.

Table 1 provides an overview of the formative evaluation data requirements of your project operation. The instruments pertaining to the formative evaluation of project operations are presented on subsequent pages.

TABLE 1 - FORMATIVE EVALUATION DATA: PROJECT OPERATION

TOPIC	DATA	DATA SOURCES	TIME OF COLLECTION	DATA ANALYSIS	DATA STORAGE
Number of Project Students	1. a) # of students identified as mildly mentally disabled (MD); b) # of MD students served in Special Education classes; c) # of MD students participating in EBCE	AEA Records	At project startup and quarterly, thereafter	Enumeration	Project Log
Special Education Personnel Trained to Operate EBCE-MD	2. a) names of AEA personnel who attend complete EBCE-MD training; b) dates and locations of training sessions they attended; c) dates and topics of follow-up TA	AEA/EBCE ICCC Records	October and quarterly, thereafter	Listing	Project Log
Number of Work Sites Developed	3. a) # of completed Experience Site Learning Guides; b) # of sites recruited (if different from 3a) c) # of available RP's; d) # of sites used for student placement in last quarter	AEA/EBCE documents (Experience Site Learning Guides & Log for Monitoring RP's)	Quarterly	Enumeration	Project Log
Fidelity to Project Timelines	4. See list in Implementation Guide.	AEA Records	Quarterly	Listing	Project Log
Satisfaction of AEA Instructors, EBCE-MD and non-EBCE-MD	5. a) EBCE-MD Materials b) EBCE-MD's project's degree of fit with the Iowa Special Education Program c) EBCE-MD Operations	Questionnaire #1 administered by ICCC	April and quarterly, thereafter	Descriptive Statistics	ICCC will hold raw data and return individual summaries to each AEA for inclusion in Project Log
Satisfaction of Building Principal, AEA Assistant Director for Instruction and AEA/LEA Boards	6. a) EBCE-MD Operations b) EBCE-MD's fit with ongoing Career Preparation Program c) Future of AEA's Community College in Project Continuation d) Promise for continued use e) DPI's role f) Per-pupil costs vs. program costs	Questionnaire #2 administered by ICCC	April and annually, thereafter	Descriptive Statistics	ICCC will hold raw data and return individual summaries to each AEA for inclusion in Project Log
Satisfaction of EBCE-MD students	7. a) EBCE-MD materials b) EBCE-MD sites c) EBCE-MD students perceived progress in comparison with regular program	-Structured Interview to be carried out by ICCC -Student end-of-year questionnaire	April and annually, thereafter	Descriptive Statistics	ICCC will hold raw data and return individual summaries to each AEA for inclusion in Project Log
Fidelity of EBCE-MD Implementation; Materials, Experiential Learning, Career Exploration	8. a) Items in student file, particularly Activity Sheets, time spent at sites, Career Guide activities	Interviews with LC's by ICCC following the Fidelity Checklist	April and annually, thereafter	Listing	ICCC will send a copy individual checklist to concerned AEA for inclusion in Project Log

Questionnaire #1

To Be Administered by ICCC to AEA Instructors

Part A

Instructions for Part A - Below you will find a listing of EBCE-MD materials and two rating lists. In the first column circle the number (1-4) that best represents your perception of the individual document's importance to operating the project. In the second column, cirlce the number (1-4) that best represents your perception of the individual document's quality. Use the third column for any special/clarifying comments you wish to add.

	IMPORTANCE TO OPERATING THE PROJECT 1) all of this document is important 2) parts of this document are important 3) none of this document is important 4) do not know	OVERALL QUALITY 1) excellent 2) fair 3) poor 4) do not know	COMMENTS (Use back of page, if necessary)
Student Career Guide	1 2 3 4	1 2 3 4	
Student Program Guide	1 2 3 4	1 2 3 4	
Learning Coordinator's Guide	1 2 3 4	1 2 3 4	
Experience Site Learning Guides	1 2 3 4	1 2 3 4	
Cross Reference Catalogs	1 2 3 4	1 2 3 4	
Resource Person Guide	1 2 3 4	1 2 3 4	
Slide/Tape & Other RP Materials	1 2 3 4	1 2 3 4	

Part B

INSTRUCTIONS FOR PART B

Listed below are assertions about EBCE-MD operations (the day-to-day tasks necessary to carry out the objectives of your project). Please rate the extent to which you AGREE or DISAGREE with each assertion by circling the appropriate number on the five-point scale. If you have insufficient information to respond to a given assertion or if the item does not apply to your situation, please circle NA.

1. The EBCE-MD project seems to be a useful addition to the AEA's special education program.

Strongly Agree 1 2 3 4 5 Strongly Disagree NA

2. The EBCE-MD project would probably require major modification before it could become a regular part of the AEA's special education program

Strongly Agree 1 2 3 4 5 Strongly Disagree NA

3. The EBCE-MD project appears to be sufficiently valuable that it will likely continue after the initial first year pilot project.

Strongly Agree 1 2 3 4 5 Strongly Disagree NA

4. The EBCE-MD project seems the best way to fill the need for a career exploration component in the sequence of career preparation.

Strongly Agree 1 2 3 4 5 Strongly Disagree NA

Part C

INSTRUCTIONS FOR PART C (Follow the same procedure you used for Part B.)

1. Our EBCE-MD training was essential to operating this project.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

2. The EBCE-MD technical assistance we have received from ICCC or from the Laboratory has been essential to operating this project.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

3. The EBCE-MD project has developed an adequate number of community experience sites to satisfy student needs.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

4. EBCE-MD students are being regularly assigned to community experience sites.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

5. "Activity Sheets" are being properly prepared for each student.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

6. EBCE-MD students are using the Student Program Guide and the Student Career Guide.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

7. Experience Site Learning Guides are available for all EBCE-MD sites.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

8. Our EBCE-MD project has sufficient staff to serve the current EBCE-MD student population.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

9. Generally, our EBCE-MD project seems to be operating smoothly.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

10. EBCE-MD students seem enthusiastic about participation in the project.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

This Interview is to be administered to EBCE-MD students by ICCC. The interviewer may have to paraphrase certain items to assure that students understand what is being asked.

Structured Interview

Part A

INSTRUCTIONS FOR PART A

Students are to answer the following questions with a "yes," "no," or "?" response. If students qualify or elaborate their responses, record their comments in white space near the pertinent items. Please circle response.

Interviewer shows students a copy of the Student Program Guide and asks:

1.	*Do you like this book?*	Yes	No	?
2.	*Do you think this book is hard to use?*	Yes	No	?
3.	*Were you able to read and understand this book?*	Yes	No	?
4.	*Would you suggest this book to a friend not in EBCE-MD?*	Yes	No	?

Interviewer shows students a copy of the Student Career Guide and asks:

5.	*Do you like this book?*	Yes	No	?
6.	*Do you think this book is hard to use?*	Yes	No	?
7.	*Were you able to read and understand this book?*	Yes	No	?
8.	*Would you suggest this book to a friend not in EBCE-MD?*	Yes	No	?

To Be Administered by ICCC to Building Principals, the AEA's Assistant Directors for Instruction and AEA/LEA Board Members

Questionnaire #2

Part A

INSTRUCTIONS FOR PART A

Listed below are assertions about EBCE-MD operations (the day-to-day tasks necessary to carry out the objectives of your project). Please rate the extent to which you AGREE or DISAGREE with each assertion by circling the appropriate number on the five-point scale. If you have insufficient information to respond to a given assertion or if the item does not apply to your situation, please circle NA.

1. Generally, our EBCE-MD project seems to be operating smoothly.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

2. EBCE-MD students seem enthusiastic about participating in the project.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

3. The EBCE-MD project helps our AEA comply with the requirements of Public Law 94-142.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

4. The EBCE-MD project's use of community experience sites as "classrooms" where students can fulfill some of their academic work appeals to me.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

Questionnaire #2 - (Con't)

Part B

INSTRUCTIONS FOR PART B

Follow the same procedure you used for Part A.

1. The EBCE-MD project seems to be a useful addition to the AEA's special education program.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

2. The EBCE-MD project would probably require major modification before it could become a regular part of the AEA's special education program.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

3. The EBCE-MD project appears to be sufficiently valuable that it will likely continue after the initial first year pilot project.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

4. The EBCE-MD project seems the best way to fill the need for a career exploration component in the sequence of career preparation.

Strongly Agree				Strongly Disagree	
1	2	3	4	5	NA

Part C

INSTRUCTIONS FOR PART C:

Please complete the following statement:

If the EBCE-MD project is continued after the development of the pilot project, the community college in our merged area could play a vital role in the project's continuation by_____

_____

_____

Part D

INSTRUCTIONS FOR PART D:

Please complete the following statements:

A. The five factors which I believe will be most critical in our AEA's decision to continue or discontinue EBCE-MD after the initial pilot project year are:

1.

2.

3.

4.

5.

B. Right now I regard the probability that our AEA will continue the EBCE-MD project after the imitial pilot project year as being (check one)

Less than 25%	25-50%	About 50/50	50-75%	Greater than 75%

Part E

INSTRUCTIONS FOR PART E

Please complete the following statement:

If the EBCE-MD project is continued after the development of the pilot project, the Department of Public Instruction's role will be to

_____

_____

_____

_____

_____

Part F

INSTRUCTIONS FOR PART F

Please complete the following statement:

The per-pupil operating costs of the EBCE-MD program appear to be (circle one)

LESS THAN ABOUT THE SAME AS GREATER THAN

other special education programs operated by the AEA.

Name_____ Date_____

School District_____

Student ID Number_____

EBCE STUDENT END-OF-YEAR QUESTIONNAIRE

You are ready to complete a semester or a year of participation in your Experience Based Career Education (EBCE) Program. This paper asks some of the same questions about what you thought about EBCE. If you have any questions while you are completing the questions, please ask for help.

Please circle your answer.

Yes No 1. Do you plan to work full time as soon as you complete school?

Yes No 2. Do you plan to enter an on-the-job training program after high school?

Yes No 3. Do you plan to go into regular military service after high school?

Yes No 4. Do you plan to enter a training program after high school? (Example: community college)

Yes No 5. Do you know what you want to do after high school?

6. List two jobs you feel you might like to hold after you complete high school. Give the job name rather than the place. (For example, say "a cook" rather than "working at Henry's")

A. _____

B. _____

Please circle your answer.

Yes No 7. Have you watched or worked at both of the jobs named in Question Six?

Yes No 8. Have you watched or worked at one of the jobs named in Question Six?

Yes No 9. I did not watch or work at either job named in Question Six.

Yes No 10. Do you know what you have to do to prepare for and to get the job which you would most like to hold after high school?

Yes No 11. Will you need special training to get the job you want after high school?

Yes No 12. Do you feel you will be able to get the job you want after high school?

Yes No 13. Did your learning coordinator help you choose a job you would like after high school?

Yes No 14. Did a resource person help you choose a possible job you would like after high school?

Yes No 15. Did your parents help you choose a possible job you would like after high school?

Yes No 16. Did your friends help you choose a possible job you would like after high school?

Yes No 17. This year did you go to an EBCE site and find you did not like that kind of work?

A. If yes, list the jobs_____

_____

B. Why did you not like the jobs?_____

_____

How helpful do you feel your EBCE experiences have been in assisting you to:

		Please circle one		
		No Help	Helpful	Very Helpful
18.	understand more about what you like and what you don't like	1	2	3
19.	get along with others	1	2	3
20.	develop skills	1	2	3
21.	learn what to look at when thinking about a job	1	2	3
22.	learn how to find and keep a job	1	2	3
23.	learn the reading and math skills necessary for the job that interests you	1	2	3
24.	improve your ability to speak to adults	1	2	3
25.	improve your writing skills	1	2	3

		No Help	Helpful	Very Helpful
26.	take responsibility for your own actions	1	2	3
27.	use information learned through direct experiences in deciding what to do	1	2	3
28.	How would you rate the overall quality of your EBCE program?	1	2	3

Yes No 29. If you had it to do over again, do you think you would decide to be in EBCE?

Yes No 30. In EBCE have you felt that you could progress at your own rate?

		A Little	A Lot
31.	How much opportunity did EBCE give you for learning about jobs?		

Yes No 32. Do you think the LC should have visited the site more often?

Yes No 33. I was able to go to job sites of interest to me.

Yes No 34. I learned about "real life" situations and responsibilities on my EBCE site.

Yes No 35. I like learning about school subjects through EBCE.

Yes No 36. I learned a lot from the resource person on the site.

Yes No 37. I liked working individually with my learning coordinator.

To be used by ICCC in semi-structured interview with LCs following administration of Questionnaire #2.

FIDELITY CHECKLIST

1. Inspect three randomly-selected student files and evaluate the contents using the items below. Write any qualifying/explanatory remarks you deem necessary on reverse side.

   A. Average number of Activity Sheets in file _____
   B. Evidence from Activity Sheets of LCs using CRCs (Circle One) Yes No
   C. Evidence from Activity Sheets of LCs using SPG? Yes No
   D. Evidence from Activity Sheets of LCs using SCG? Yes No
   E. Evidence from Activity Sheets of LCs using LC Manual? Yes No
   F. Overall quality of Activity Sheets (Circle One) Very Good Satisfactory Poor
   G. Number of documented student placements _____
   H. Number of RP Evaluation forms _____
   I. Average length of site placement _____
   J. Quality of Student Products (Circle One) Very Good Satisfactory Poor
   K. Evidence of periodic student evaluation by LC? Yes No

2. Through conversation with the LC, evaluate the extent to which . . . .(if additional space is required, please use reverse side)

   A. EBCE-MD materials are being properly used.

      (Your Comments)_____

      _____

   B. Students are being taught academics experientially.

      (Your Comments)_____

      _____

   C. Students are exploring careers through site placements and related in-house activities.

      (Your Comments)_____

      _____

   D. Additional Technical Assistance is needed by LC.

      (Your Comments)_____

      _____

   E. LC has improved project fidelity since last evaluation.

      (Your Comments)_____

      _____

   F. Students have been placed with RPs in nontraditional roles and/or have been given nontraditional placements.

      (Your Comments_____

      _____

3. Inspect the AEA's list of sites x LCs to assess the adequacy of LC coverage.

   (Your Comments)_____

   _____

4. Inspect the Project Log to make sure it is up to date.

   (Your Comments)_____

   _____

Section II

Formative Evaluation of Project Staff

The second of the three kinds of data the participating AEAs will collect and maintain concerns the formative evaluation of project staff. The data will diagnose the extent to which project staff members are carrying out the project objectives including the instructional procedures in which they were formally trained. The specific data to be collected are represented in Table 2 on the following page.

Table 2, then, provides an overview of the formative evaluation data requirements for your project staff. Most of the data will be collected as a function of the administration of the checklist presented in Section I, p. 12. Other data will be collected using the questionnaire presented on pages 16-20.

TABLE 2 - FORMATIVE EVALUATION DATA: PROJECT STAFF

TOPIC	DATA	DATA SOURCES	TIME OF COLLECTION	DATA ANALYSIS	DATA STORAGE
Comprehension of EBCE-MD Instructional Processes/ Procedures	1. a) Evidence of formal training; b) Maintenance of student files	ICCC Records Interviews with LCs by ICCC following Fidelity Checklist	May & Quarterly, thereafter	Listing	Project Log
Consistent Practice of EBCE-MD Instructional Processes/ Procedures	2. a) LCs EBCE-MD documentation; b) Student files	Interviews with LCs by ICCC following checklist	May & Quarterly, thereafter	Listing	Project Log
Maintaining Adequate Number & Coverage of Sites	3. a) Number of sites fully developed; b) Evidence from ESA documents as to site coverage of LC's	Interviews with LCs by ICCC following Fidelity Checklist	May & Quarterly, thereafter	Listing	Project Log
Quality of Activity Sheets	4. Activity Sheets in student file	Interviews with LCs by ICCC following Fidelity Checklist	May & Quarterly, thereafter	Listing	Project Log
Maintaining Liaison with Sites	5. a) Frequency of contact with sites in use; b) Quality of contact with sites in use	Resource Person Questionnaire to be administered by AEAs or local school LCs to a sample of currently used sites	April & Annually, thereafter	Descriptive Statistics	Project Log
Quality of Student Placement					
Quality of Student Placement	6. a) Number of students placed in nontraditional roles; b) Number of students placed with RPs in nontraditional roles	Interviews with LC by ICCC following Fidelity Checklist	May & Quarterly, thereafter	Listing	Project Log
Compliance with Project Evaluation Requirements	7. a) Availability of LCs to ICCC data collector; b) Cooperation of LCs with ICCC data collector; c) Maintenance of Project Log by LC	ICCC	May & Quarterly, thereafter	Listing	Project Log

RESOURCE PERSON QUESTIONNAIRE

April 1, 1979

Dear (name of contact/resource person):

Your organization has been most helpful to the local Experience-Based Career Education (EBCE) project for mildly mentally disabled students. By contributing time and resources, you have provided students with an opportunity to learn. It is extremely important that we find out what you think about the EBCE project. A questionnaire was developed to help us to obtain some of this needed information. I would like to give the enclosed questionaires (and return envelopes) to the resource persons in your organization who have worked with the students this past quarter. If you fill the dual roles of organization contact person and resource person, please feel free to complete one of the questionnaires.

I would appreciate it if the completed questionnaires were returned in the enclosed envelope by

Thank you for taking your valuable time to provide us with this most helpful information.

Sincerely yours,

Encl.

To be administered by LCs to a random sample of RPs. Retype on appropriate letterhead. Include a return envelope with each questionnaire.

RESOURCE PERSON QUESTIONNAIRE

Your Name_____

Title_____

Name of Company/Organization_____

Type of Company/Organization_____

Approximate number of employees at your site_____

Length of time you have been participating in the program_____

Number of students you had in EBCE during the past year_____

1. Did the EBCE staff provide you with the necessary information to help you direct students' activities at your site?

   Yes _____ No_____ Sometimes_____

2. Did the EBCE staff usually:

Yes	No	
___	___	Show you the Student Activity Sheet(s)?
___	___	Show you the type of products expected from student?
___	___	Explain reason for the particular placement?
___	___	Provide you with sufficient feedback on student's progress?

3. Which of the following supportive services do you (or others at your site) provide for the Experience-Based Career Education (EBCE) Project students? (Check each appropriate category)

	Often	Occasionally	Seldom	Never
Do you talk about job opportunities?	___	___	___	___
Do you talk about the students' personal problems?	___	___	___	___
Do you talk about activities at your site?	___	___	___	___
Do you tutor in an academic area?	___	___	___	___
Do you evaluate individual students' assignments?	___	___	___	___
Do you assist students in non-job-related assignments?	___	___	___	___
Do you supervise students to perform a specific job-related task at your site?	___	___	___	___
Do you help plan student assignments?	___	___	___	___
Other (specifiy) _____	___	___	___	___

4. How do students spend their time at your site? (Check each appropriate category)

	Often	Occasionally	Seldom	Never
Observing site activities	___	___	___	___
Researching from site materials	___	___	___	___
Actively performing site activities	___	___	___	___
Talking with me	___	___	___	___
Talking with other site personnel	___	___	___	___
Individual study	___	___	___	___
Other (specify)_____	___	___	___	___

5. Do you think the EBCE students have been interested in your site?

YES ___ NO ___ SOMETIMES ___

Explain_____

6. In general, do you think the EBCE students you have worked with have benefited by being at your site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

Definitely NO				Definitely YES
1	2	3	4	5

7. In general, do you think the students you have worked with are really interested in learning new things?

Definitely NO				Definitely YES
1	2	3	4	5

8. Do you receive adequate feedback about what happens to the students after they leave your site? Circle a number from 1 (never) to 5 (always).

Never				Always
1	2	3	4	5

9. Do you receive adequate feedback about the effectiveness of your work with the students?

Never				Always
1	2	3	4	5

10. How have employees at your site reacted to your agency's participation in EBCE? (Check one)

1. ___ Positive reaction
2. ___ Negative reaction
3. ___ Mixed reaction
4. ___ No reaction
5. ___ Not applicable
6. ___ Don't know

11. In what ways (if any) have the employees at your site benefited? Check one or more appropriate response(s):

1. ___ They haven't benefited
2. ___ Increased their awareness of youth
3. ___ Motivated the regular employees to further training
4. ___ Reduced their workload
5. ___ Increased interest in their own work
6. ___ I don't know
7. ___ Other (please write in) _____

12. Do you plan to continue participating in the EBCE program next year? (Check yes or no)

1. ___ Yes 2. ___ No

Why? (Check one or more of the reasons below.)

1. ___ Program is worthwhile
2. ___ I like the people involved
3. ___ My participating is a community service
4. ___ It is challenging to me
5. ___ I have had problems with the staff
6. ___ I have had problems with the students
7. ___ The program is not effective
8. ___ I don't have time
9. ___ Other (please write in) _____

13. What do you think are the greatest strengths of the program? (Check one or more reasons.)

1. ___ Good alternative to a regular high school program
2. ___ Quality of the staff
3. ___ Students learn about a variety of careers
4. ___ Students learn about real life situations
5. ___ Good way of getting students to learn
6. ___ Experience in working with adults
7. ___ Other (please write in) _____

_____

14. What do you think are the greatest weaknesses of the program? (Check one or more reasons.)

1. ___ Some students can't handle the freedom
2. ___ Problems in the organization of the program
3. ___ Students not receiving sufficient training
4. ___ Inadequate supervision of students on job sites
5. ___ Too much paperwork
6. ___ Lack of feedback about students
7. ___ May be too difficult/technical for some students
8. ___ Other (please write in) _____

_____

15. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (Check one or more reasons.)

1. ___ First hand knowledge of demands in a "real world"
2. ___ Working with other people
3. ___ On-the-job skills
4. ___ Self-discipline
5. ___ Motivation to learn
6. ___ Nothing
7. ___ Other (please write in)

_____

16. What other comments or recommendations about the program would you like to make?

_____

_____

_____

THANKS FOR YOUR COOPERATION IN COMPLETING THIS SURVEY

Section III

Formative Evaluation of Students

The third of the three kinds of data the participating AEAs will collect and maintain concerns the formative evaluation of students. These data will diagnose EBCE-MD students' progress and/or problems. The specific data to be collected are represented in Table 3, following.

Table 3, then, provides an overview of the formative evaluation data requirements relative to your EBCE-MD students. The instruments pertaining to the formative evaluation of EBCE-MD students are presented on subsequent pages.

TABLE 3 - FORMATIVE EVALUATION DATA: STUDENTS

TOPIC	DATA	DATA SOURCES	TIME OF COLLECTION	DATA ANALYSIS	DATA STORAGE
In-School Attendance	1. Daily Attendance	School's Daily Attend-	% of Attendance	% of Attendance	Project Log Project Log
On-Site Attendance	2. Daily Attendance	RP's Student Attendance Form	Summarize Quarterly	% of Attendance	Project Log
Resource Person Evaluation of Students	3. a) Personal-social skills; b) Job skills	Revised Version of MSEF; RP's Student Evaluation Form	Termination of each Site Placement	Summarization of Findings	Project Log
Activity Sheets Initiated vs Completed	4. Student Performance Performance	LC Aggregates Data from Inspection of Student Files	Summarize Quarterly	% of Completion	Project Log
Periodic LC Evaluation	5. a) Progress toward units of credit; b) Meeting work schedule; c) Critical thinking; d) Product quality; e) Personal development	Nine-Week Evaluation Form	Summarize Quarterly	Descriptive Statistics	Project Log
Academic Growth	6. Progress in Basic Skills Development	Brigance Inventory	April & Quarterly, thereafter	Descriptive Statistics	Project Log
Parent Perception	7. a) Of child's academic progress; b) Of affective progress c) Of career plans d) Of communication patterns e) Of program's value to children	Parent Opinion Survey	April & Quarterly, thereafter	Descriptive Statistics	Project Log

ATTENDANCE

Records of school attendance are maintained by the Local Education Agency. The student is requested to call the high school when he/she will not be in attendance. The daily attendance records may be overviewed to summarize the students' in-school attendance.

On site attendance records are maintained by the student and the Resource Person on the student attendance form. A copy of this form may be found in the Camera Ready Consumable Forms booklet.

The form is given to the Resource Person the first day the student reports to site. Procedures for using the form may be found in the Learning Coordinator's Guide.

EMPLOYER FORM EXPLANATION

The EBCE-MD Evaluation Form is designed to evaluate students' readiness for employment and measure students' growth in skill areas required for employment. The form can assist teachers, supervisors and employers in uniformly assessing behavior considered crucial for employment.

The form consists of 18 defined and weighted variables. The composite score gives an indication of the students' readiness for employment. It also identifies strengths and weaknesses whereby the individuals working with a student can provide guidance regarding a student's weakness and reinforce a student's strengths.

Each of the 18 items is weighted in accordance with its assigned value. Attendance is weighted as 4.9 which is the highest weighting assigned. "Knows Rules of the Job" is the lowest assigned which is 2.9. Additionally, the students are evaluated as to their performance on each item. The evaluation is as follows: 1 - poor, 2 - below average, 3 - average, 4 - above average and 5 - excellent. If, for example, a student received a 4 (above average) for attendance, the 4.9 (weighted factor for attendance) would be multiplied by 4 and the student would receive 19.6 for that item.

The same procedure is followed for all of the items. The products are then added and divided by the total number of items, 18. This mean is called the K score which denotes the overall performance of the student.

If all sections on the form are evaluated, the highest obtainable score is (18.58), the lowest being (3.72). Considering job readiness, students who rated (13.34) to (15.78) tend to do well on a job, while those that receive low scores (8.43 to 9:35) usually do poorly on a job. The evaluation form may also be employed as a means of determining whether or not the student is improving. After it is used for a period of time, it can serve as a way to help predict later success for a specific area of employment. It is recommended that pre- and post-evaluation be used.

In summary, the EBCE Evaluation Form helps identify how well a student is performing or will perform on a given job.

Credit is given to Peter R. Matthews, Assistant Professor of Special Education at Lock Haven State College in Lock Haven, Pennsylvania, for the basic ideas used in developing the EBCE-MD form.

The EBCE Evaluation Form will be reviewed and revised after it is used by EBCE-MD sites.

FOR LEARNING COORDINATOR USE ONLY

EMPLOYERS: EVALUATION FORM FOR EBCE

Date of Evaluation _____

Student Name _____ Name of Evaluator _____

School _____ Name of Employment _____

General Directions: A student will be rated on a scale from one (low) to five (high) on each of the eighteen items. Due to the scoring system, it is asked that all items be marked.

1	2	3	4	5
Poor	Below Avg.	Average	Above Avg.	Excellent

Weighted Value	Variable	Rating
4.9	ATTENDANCE - Does the student come to work unless there is a reasonable excuse?	
4.4	RELIABILITY - Is the student dependable? Can you count on the student to do a job?	
4.2	COMPLETES ASSIGNED TASK - Does the student finish a job before a new one is undertaken?	
4.2	DISPLAYS PROPER RESPECT - Is the student courteous and polite? Does the student treat you and others in a manner that is expected?	
4.0	FOLLOWS INSTRUCTIONS - Once the student understands your instructions, are they obeyed?	
4.0	APPEARS TO BE BENEFITTING FROM INSTRUCTION - Is the student getting something out of his site?	
3.9	UNDERSTANDS INSTRUCTIONS - Does the student demonstrate comprehension of your instruction?	
3.9	USES AND CARES FOR EQUIPMENT RESPONSIBLY - Does the student make use of and take care of things properly?	
3.9	SELF-CONTROL - Does the student exercise self-discipline to the extent that the student's actions do not interfere with the situation?	
3.6	SATISFACTION WITH SITE - Do you think the student likes the site?	
3.5	FOLLOWS RULES - Does the student obey the regulations?	
3.1	ACCEPTS CONSTRUCTIVE CRITICISM - If you inform the student of something that is being done incorrectly, does the student take it in stride and attempt to correct the weakness?	
3.0	SEEKS ADDITIONAL WORK WHEN FINISHED WITH ASSIGNED TASK - Does the student either ask you what to do next or go on a routine job as opposed to standing around?	
3.0	GETS ALONG WITH FELLOW WORKERS - Is the student friendly? Does the student fit into the group or situation?	
3.0	GENERAL APPEARANCE - Does the student have proper grooming habits?	
2.9	KNOWS RULES OF THE JOB - Is the student aware of the regulations for the situation?	
3.5	AMOUNT OF OVERALL IMPROVEMENT - Does the student do a better job than he did at the start?	
3.9	FUTURE EMPLOYMENT - Would you hire or recommend this student for a job on a regular basis?	

FOR LEARNING COORDINATOR USE ONLY
EMPLOYERS: EVALUATION FORM FOR EBCE
Date of Evaluation _____

Student Name _____ Name of Evaluator _____
School _____ Name of Employment _____

General Directions: A student will be rated on a scale from one (low) to five (high) on each of the eighteen items. Due to the scoring system, it is asked that all items be marked.

1	2	3	4	5
Poor	Below Avg.	Average	Above Avg.	Excellent

Variable	Rating
ATTENDANCE - Does the student come to work unless there is a reasonable excuse?	
RELIABILITY - Is the student dependable? Can you count on the student to do a job?	
COMPLETES ASSIGNED TASK - Does the student finish a job before a new one is undertaken?	
DISPLAYS PROPER RESPECT - Is the student courteous and polite? Does the student treat you and others in a manner that is expected?	
FOLLOWS INSTRUCTIONS - Once the student understands your instructions, are they obeyed?	
APPEARS TO BE BENEFITTING FROM INSTRUCTION - Is the student getting something out of his site?	
UNDERSTANDS INSTRUCTIONS - Does the student demonstrate comprehension of your instruction?	
USES AND CARES FOR EQUIPMENT RESPONSIBLY - Does the student make use of and take care of things properly?	
SELF-CONTROL - Does the student exercise self-discipline to the extent that the student's actions do not interfere with the situation?	
SATISFACTION WITH SITE - Do you think the student likes the site?	
FOLLOWS RULES - Does the student obey the regulations?	
ACCEPTS CONSTRUCTIVE CRITICISM - If you inform the student of something that is being done incorrectly, does the student take it in stride and attempt to correct the weakness?	
SEEKS ADDITIONAL WORK WHEN FINISHED WITH ASSIGNED TASK - Does the student either ask you what to do next or go on a routine job as opposed to standing around?	
GETS ALONG WITH FELLOW WORKERS - Is the student friendly? Does the student fit into the group or situation?	
GENERAL APPEARANCE - Does the student have proper grooming habits?	
KNOWS RULES OF THE JOB - Is the student aware of the regulations for the situation?	
AMOUNT OF OVERALL IMPROVEMENT - Does the student do a better job than he did at the start?	
FUTURE EMPLOYMENT - Would you hire or recommend this student for a job on a regular basis?	

NINE WEEK EVALUATION

Name_____

The following information describes a student's progress and status in each course of study being taken for credit. It is important to remember that this is an evaluation of a student against himself/herself, not against the other students specifically.

Course Titles	Point equivalency of credit to be earned (140 points = 1 credit)		This top section is for points the student received. This lower section is for total points in that area.	Letter Grade	Specific Comments on each course area
	Points earned	Points possible for this 9 weeks			
1.					
2.					
3.					

Personal Development	Excellent	Commendable	Satisfactory	Improving	Needs to Improve
Attitude					
Responsibility					
Initiative					
Commitment					

General Comments:

Learning Coordinator_____ Date_____ Period 1st 2nd 3rd 4th (Circle one)

BRIGANCE OVERVIEW

The major goal of the EBCE-MD program is to provide each student with a personalized program of activities that will relate to individual needs and interests. One need is for ways to get readily interpretable information about individual student's level of achievement, readiness to advance or need for reinforcement in reading, language arts and mathematics. Brigance Diagnostic Inventory of Basic Skills gives LCs information they need to help develop a more effective program for students. The results of the inventories are to be used during the development of the student's courses and objectives and for updating the courses and objectives in a student's program. Each skill area is arranged in a developmental and sequential hierarchy and are sufficient for detailing specific deficiencies. The program can be altered as skills are mastered and the student moves on to the next objectives.

All students who enter EBCE will be administered all or parts of the inventories during orientation. The inclusion of the Brigance provides an easy-to-use diagnostic tool. Procedures for use of the Brigance are located in the Learning Coordinator's Guide.

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY (SPIB)

The Social and Prevocational Information Battery (SPIB) is designed to assist LCs in assessing individual needs to identify the most important areas for curriculum emphasis. To assess student needs effectively, the following steps are recommended:

Identify instructional areas
Assess current performance in these areas
Determine relative needs

The results of the Inventory are to be used during the development of the student's courses and objectives. Each test area contains four to ten content areas that define it. Each Content Area is further defined by three to fifteen Subcontent Areas. The Test Areas and their Associated Content and Subcontent Areas can be used to create appropriate instructional objectives.

All students will be administered the SPIB during orientation.

PARENT OPINION SURVEY

This survey is meant to give you a chance to tell your feelings about the Experience-Based Career Education Program of which your son or daughter has taken part. Most of the questions are to be answered on a scale of numbers from (1) to (5). The phrases at the top and bottom of each set of questions will tell you what the scale means. A (1) may mean something like "Definitely No." If you feel strongly that the answer to the question is "No," then you should circle the (1). A (5) may mean "Definitely Yes." If you feel strongly that the answer is "Yes," then you should circle the (5). The numbers in between (2, 3, 4) indicate your feelings are somewhere in between "Definitely No" and "Definitely Yes."

Read the phrase above the numbers so you know what the scale means, then read each question and circle the number which is closest to your feeling. There are no right or wrong answers--your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item.

Thank you for taking the time to fill out this survey.

PARENT OPINION SURVEY

(Sample Cover Letter)

April 1, 1979

Dear Parents:

During the past year your child has participated in an Experience-Based Career Education (EBCE) project. It is extremely important that we receive some information from you concerning your thoughts and attitudes toward EBCE. Your responses are, therefore, an important part of our attempt to evaluate and improve the EBCE project. The teachers and people at school will not see your answers.

If you have any questions or concerns about any of the items, please feel free to contact me at (phone number). Please return the questionnaire in the enclosed envelope by April 25.

Thank you again for taking your valuable time to assist us in evaluating and improving the EBCE project.

Sincerely,

Encl.

To be administered by LCs to all parents of EBCE-MD students. Retype on appropriate letterhead. Include a return envelope with each questionnaire.

PARENT OPINION SURVEY

1. How well does the EBCE Program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4	5

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE program?

Definitely NO				Definitely YES
1	2	3	4	5

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4	5

4. Have you received enough information about your son's or daughter's progress in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5

5. How much opportunity did the EBCE Program provide your daughter or son for learning about occupations?

Much Less				Much More
1	2	3	4	5

6. Has the EBCE Program helped your son or daughter form career plans?

Much Less		About the Same		Much More
1	2	3	4	5

7. How much opportunity did the EBCE Program provide your daughter or son for general learning of school subjects?

Much Less		About the Same		Much More
1	2	3	4	5

8. How motivated is your daughter or son to learn in the EBCE Program?

Much Less		About the Same		Much More
1	2	3	4	5

9. How often does your son or daughter talk to you about what's going on in the EBCE Program?

Almost Never				Almost Daily
1	2	3	4	5

10. About how often have you had any contact with any EBCE Program staff members?

Almost Never				Almost Daily
1	2	3	4	5

11. How would you rate the general quality of the EBCE Program staff?

Poor				Excellent
1	2	3	4	5

12. How would you rate the business or community resources available in the EBCE Program?

Poor				Excellent
1	2	3	4	5

13. How would you rate your overall relationship with the staff of the EBCE Program?

Poor				Excellent
1	2	3	4	5

14. How would you rate the enthusiasm of the EBCE Program Staff?

Poor				Excellent
1	2	3	4	5

15. What do you think are the greatest weaknesses of the EBCE Program?

16. What do you think are the greatest strengths of the EBCE Program?

17. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

18. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

_____

_____

_____

19. What do you think of the occupational plans of your daughter or son?

a. _____ There aren't any firm plans yet.

b. _____ The plans should be changed.

c. _____ The plans seem to be good.

d. _____ We haven't really had a chance to discuss the plans.

20. What do you think your son or daughter will be doing a year after high school?

a. _____ Working

b. _____ Going to a business or trade school

c. _____ Military

d. _____ Other (please specify) _____

Section IV

EBCE-MD Project Log

In order to simplify, standardize and facilitate the use of the three kinds of formative data, AEAs will maintain a separate ring binder incorporating summaries of these data. This Project Log will have three primary audiences, each involved in making decisions which affect ongoing project operations:

1. The AEAs will utilize the data to diagnose local problems and to select data-based solutions to those problems. Utilizing the Project Log, the AEA will proactively address the problems usually associated with project accountability.

2. The project coordinators at ICCC will utilize the data to diagnose operational problems across participating AEAs and to select data-based solutions to those problems. Also, because of the standardization of and easy access to formative data afforded by the Project Log, ICCC should be able to treat problems in a timely manner.

3. The project management team at the DPI will utilize the data to diagnose policy needs related to the legal and fiscal framework in which EBCE-MD will be perfected and institutionalized. The availability of these formative data will enable the DPI to keep current on project progress and to make timely policy decisions that increase the probability of the project's institutionalization as a regular part of the Iowa Special Education Program.

Secondary audiences for the Log may include the summative evaluator, external visitors considering adoption of EBCE-MD or researchers working on special studies with the DPI. Any questionable parties requesting access to the Log should be referred to the project coordinators at Iowa Central. The data summary sheets to be used in the Log will serve to protect the confidentiality of individual respondents.

Each AEA participating in EBCE-MD will maintain one Project Log. The Log will be carefully maintained and updated by the AEA person primarily responsible for EBCE-MD. Of course, multiple copies may be maintained, if necessary, for internal communication of the AEA.

The Project Log will be contained in a ring-binder with three dividers for the three types of formative data to be collected. Camera-ready Summary Sheets on which these data are to be aggregated for inclusion in the ring binder are presented on subsequent pages. Project Logs are to be updated on a quarterly basis for review by ICCC. Any questions about Log procedures should be referred to ICCC.

EXPERIENCE-BASED CAREER EDUCATION PROJECT LOG: OVERVIEW

(Reference In Evaluation Plan) SECTION	(Reference In Project Log) SUMMARY SHEET #	DUE	DATA	RESPONSIBILITY
I	1	Quarterly	Project Operations	AEA Maintains
I	2	April	AEA Instructor's Perceptions (Q#1)	ICCC Completes & Copies AEA
I	3	April	Significant Others' Perceptions (Q#2)	ICCC Completes & Copies AEA
I	4	April	Students' Per ceptions (Structured Interview)	AEA Completes & Copies ICCC
I	5	April	Project Fidelity (Fidelity Check-list)	ICCC Completes & Copies AEA
II	6	May	EBCE-MD Staff Performance (Staff Evaluation)	ICCC Completes & Copies AEA
II	7	April	RP's Perceptions (RP Question-naire)	AEA Completes & Copies ICCC
III	8	April	Student Per-formance (Student Evaluation)	AEA Completes & Copies ICCC
III	9	April	Parent Percep-tions (Parent Opinion Survey)	AEA Completes & Copies ICCC

AEA Maintains This Form And Updates It Quarterly

Summary Sheet #1

SECTION 1: PROJECT OPERATIONS FOR AEA # ___, 19 ___

Start-Up Date _____

		1st Q	2nd Q	3rd Q	4th Q
1. a.	# of MMD students in AEA;	____	____	____	____
b.	# of MMD students served in Special Education classes;	____	____	____	____
c.	# of MMD students participating in EBCE	____	____	____	____

2. a & b. AEA Personnel who COMPLETED EBCE-MD training:

Name	Training Date/Location
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

c. Dates Of Follow-Up TA	Topics	AEA/ICCC Persons In Attendance
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

		1st Q	2nd Q	3rd Q	4th Q
3. a.	# of completed ESLG's;	____	____	____	____
b.	# of sites recruited;	____	____	____	____
c.	# of available RP's;	____	____	____	____
d.	# of sites used for student placement	____	____	____	____

Summary Sheet #2

4. Fidelity to project timelines: *There follow a list of critical activities taken from the EBCE-MD Implementation Guide. Check those which you have completed. Add beneath each item any pertinent comments which should be discussed with ICCC/DPI.*

	Anticipated Completion	(✓)
A. Submit letter of intent to participate in EBCE-MD project;	May 12	_____
B. Attend Awareness Sessions;	May 31	_____
C. Attend Training Session;	Oct 31	_____
D. Develop Sites;	Dec 31	_____
E. Select Students;	Dec 31	_____
F. Begin Operations;	Jan 15	_____
G. Administer student/parent evaluation instruments;	April 1	_____
H. Review Project Log with ICCC	May 15	_____

ICCC completes one of these forms for each AEA

Summary Sheet #2

AEA # _____

Date _____

Summary of Questionnaire #1

Part A - Materials

Document	Operational Importance $\bar{X}$ EBCE	Operational Importance $\bar{X}$ NON	Quality $\bar{X}$ EBCE	Quality $\bar{X}$ NON	Comments
Student Career Guide	____	____	____	____	
Student Program Guide	____	____	____	____	
Learning Coordinator's Guide	____	____	____	____	
Experience Site Learning Guides	____	____	____	____	
Cross Reference Catalog	____	____	____	____	
Resource Person Guide	____	____	____	____	
Slide/Tape & Other RP Materials	____	____	____	____	

Part B - Fit With Special Education Progress

$\bar{X}$ EBCE	$\bar{X}$ NON		
____	____	1.	The EBCE-MD project seems to be a useful addition to the AEA's special education program.
____	____	2.	The EBCE-MD project would probably require major modification before it could become a regular part of the AEA's special education program.
____	____	3.	The EBCE-MD project appears to be sufficiently valuable that it will likely be continued after the initial first year pilot project.
____	____	4.	The EBCE-MD project seems the best way to fill the need for a career exploration component in the sequence of career preparation.

Part C - Operations

$\bar{X}$ EBCE	$\bar{X}$ NON		
____	____	1.	Our EBCE-MD training was essential to operating this project.
____	____	2.	The EBCE-MD technical assistance we have received from ICCC or from the Laboratory has been essential to operating this project.
____	____	3.	The EBCE-MD project has developed an adequate number of community experience sites to satisfy student needs.
____	____	4.	EBCE-MD students are being regularly assigned to community experience sites.
____	____	5.	"Activity Sheets" are being properly prepared for each student.
____	____	6.	EBCE-MD students are using the Student Program Guide and the Student Career Guide.
____	____	7.	Experience Site Learning Guides are available for all EBCE-MD sites.
____	____	8.	Our EBCE-MD project has sufficient staff to serve the current EBCE-MD student population.
____	____	9.	Generally, our EBCE-MD project seems to be operating smoothly.
____	____	10.	EBCE-MD students seem enthusiastic about participating in the project.

ICCC completes one of these for each AEA.

Section I - Summary Sheet #3

AEA #_____

Date _____

(If groups differ greatly) Respondent Group _____

Summary of Questionnaire #2

Part A - Operations

$\bar{X}$

1 = Strongly Agree; 5 = Strongly Disagree

_____ 1. Generally, our EBCE-MD project seems to be operating smoothly.

_____ 2. EBCE-MD students seem enthusiastic about participating in the project.

_____ 3. The EBCE-MD project helps our AEA comply with the requirements of Public Law 94-142.

_____ 4. The EBCE-MD project's use of community experience sites as "classrooms" where students can fulfill some of their academic work appeals to me.

Part B - Fit with Special Education Program

$\bar{X}$

_____ 1. The EBCE-MD project seems to be a useful addition to the AEA's special education program.

_____ 2. The EBCE-MD project would probably require major modification before it could become a regular part of the AEA's special education program.

_____ 3. The EBCE-MD project appears to be sufficiently valuable that it will likely be continued after the initial first year pilot project.

_____ 4. The EBCE-MD project seems the best way to fill the need for a career exploration component in the sequence of career preparation.

Part C - Role of Community College

Part D - Five Factors Most Critical to Continuation

1. _____ Frequency
2. _____ Frequency
3. _____ Frequency
4. _____ Frequency
5. _____ Frequency

Likelihood of Continuation: $\bar{X}$ Response _____

Part E - DPI's Role

Part F - EBCE Cost vs REgular Per-Pupil Cost ($\bar{X}$ Response)

Less _____ Same _____ More _____

AEA will provide completed copy of the form to ICCC

Section I - Summary Sheet #4

AEA # _____

Date _____

Summary of Student Interviews

Part A - Materials

$\bar{X}$ Response - Student Program Guide

Y ___ N ___ ? ___ 1. *Do you like this book?*

Y ___ N ___ ? ___ 2. *Do you think this book is hard to use?*

Y ___ N ___ ? ___ 3. *Were you able to read and understand this book?*

Y ___ N ___ ? ___ 4. *Would you suggest this book to a friend not in EBCE-MD?*

$\underline{X}$ Response - Student Career Guide

Y ___ N ___ ? ___ 1. *Do you like this book?*

Y ___ N ___ ? ___ 2. *Do you think this book is hard to use?*

Y ___ N ___ ? ___ 3. *Were you able to read and understand this book?*

Y ___ N ___ ? ___ 4. *Would you suggest this book to a friend not in EBCE-MD?*

Part B - Site

$\bar{X}$ Response

Y ___ N ___ ? ___ 1. *Do you like going to your work sites?*

Y ___ N ___ ? ___ 2. *Do you like the people who supervise you at your work site?*

Y N ? 3. *Do you like the way the people treat you at the work site?*

Y ___ N ___ ? ___ 4. *Do the people at the work sites teach you how to do the things they do?*

Y ___ N ___ ? ___ 5. *Do the people at the work sites let you actually do some of the work that they do?*

Y ___ N ___ ? ___ 6. *Do you get enough time to spend at the work sites?*

Y ___ N ___ ? ___ 7. *Do you talk with your parents about what you do at the work sites?*

Y ___ N ___ ? ___ 8. *Have the work sites helped you figure out what job you want when you finish school?*

Y ___ N ___ ? ___ 9. *Do you think you would learn more if you spent less time at the site and more time at school?*

Part C - Perceived Progress

Y ___ N ___ ? ___ 1. *Do you like school more this year than you did last year?*

Y ___ N ___ ? ___ 2. *Do you think EBCE makes school better for you?*

Y ___ N ___ ? ___ 3. *Do you think EBCE should be continued at your school?*

Y ___ N ___ ? ___ 4. *Do you think your parents like EBCE?*

Y ___ N ___ ? ___ 5. *Do you think more kids in this school should be able to take EBCE?*

Y ___ N ___ ? ___ 6. *Do you think you would learn as much about occupations you like without EBCE?*

Y ___ N ___ ? ___ 7. *Do you think kids who take EBCE here are learning more than kids who don't take EBCE?*

ICCC completes one of these sheets for each LC by extrapolating information from the references cites as well as from quarterly meetings with each LC.

Section II: EBCE-MD Staff Evaluation for AEA # ___, 19 ___

TOPIC	S=SATISFACTORY NI=NEEDS IMPROVEMENT	DATA	REFERENCE
Comprehension	_____	1. a) Evidence of formal training	Summary Sheet #1, Item 2
	_____	b) Maintenance of student files	Summary Sheet #5, Items 1 & 2D
Practice	_____	2. a) LCs EBCE-MD documentation	Summary Sheet #5, Items 1 & 2D
		b) Student files	Summary Sheet #5, Items 1 & 2D
Sites	_____	3. a) # of fully-developed sites	Summary Sheet #1, Item 3, Summary Sheet #6, Items 1G,H,I)
		b) Site coverage	Summary Sheet #5, Item 3
Activity Sheets	_____	4. Quality of ASs in student files	Summary Sheet #5, Items 1A through F
Site Liaison	_____	5. a) Frequency of contact	Summary Sheet #7, Items 2, 3
		b) Quality of contacts	Summary Sheet #7, Items 2, 3 & 8
Placements	_____	6. a) # of students receiving non-traditional placements	Summary Sheet #5, Item 2F
		b) # of students placed with RPs in nontraditional roles	Summary Sheet #5, Item 2F
Evaluation	_____	7. a) Availability of LCs to ICCC	
		b) Cooperation of LCs with ICCC	
		c) Maintenance of Project Log	Summary Sheet #6, Item 4

AEA will provide completed copy of this form to ICCC

Section III - Summary Sheet #9

AEA # _____

Date _____

Summary of Parent Questionnaire Responses

$\bar{X}$ Response
1=Worse, 5=Better

ITEM

_____ 1. How well does the EBCE Project compare overall with the past school experiences of your daughter or son?
_____ 2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Project?
_____ 3. How well do you think your son or daughter likes the EBCE Project compared with past school experiences?
_____ 4. Have you received encugh information about your son's or daughter's progress in the EBCE Project?
_____ 5. In comparison with regular schools, how much opportunity did the EBCE project provide your daughter or son for learning about occupations?
_____ 6. What effect, if any, has the EBCE Project had on helping your son or daughter f form career plans?
_____ 7. In comparison with regular schools, how much opportunity did the EBCE Project provide your daughter or son for general learning?
_____ 8. In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE project?
_____ 9. How often does your son or daughter talk to you about what's going on in the EBCE project?
_____ 10. About how often have you had any contact with any EBCE project staff members?
_____ 11. How would you rate the general quality of the EBCE project staff?
_____ 12. How would you rate the business or community resources available in the EBCE program?
_____ 13. How would you rate your overall relationship with the staff of the EBCE program?
_____ 14. How would you rate the enthusiasm of the EBCE program staff?

Frequency

15. What do you think are the greatest weaknesses of the EBCE project?
_____ A. _____
_____ B. _____
_____ C. _____
_____ D. _____
_____ E. _____
_____ F. _____

16. What do you think are the greatest strengths of the EBCE project?
_____ A. _____
_____ B. _____
_____ C. _____
_____ D. _____
_____ E. _____
_____ F. _____

17. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE project?
_____ A. _____
_____ B. _____
_____ C. _____
_____ D. _____
_____ E. _____
_____ F. _____

18. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE project?
_____ A. _____
_____ B. _____
_____ C. _____
_____ D. _____
_____ E. _____
_____ F. _____

_____ 19. What do you think of the occupational plans of your daughter or son?
_____ 20. What do you think your son or daughter will be doing a year after high school?

SUMMARY FOR RESOURCE PERSON EVALUATION FORMS

CLASS RECORD SHEET

	1st Site	2nd Site	3rd Site	4th Site	Work-Study Teacher	Learning Coordinator
Student Name	Name of Site				ClassRoom Evaluation	
	Date Pre | Post	Date Pre | Post	Date Pre | Post	Date Pre | Post	Date Score	Date Score

Note: This form is a sample of one used by the LC at the Humboldt Demonstration Site. If a student is placed at more than four sites, the chart could be enlarged to suit individual needs. A special optional category has been added: "Work Study Teacher." At the Humboldt Site, the LC asked the Work-Study Teacher to appraise the student's in-school work. It was informative to compare then the ratings of the community to the school.

DOCUMENT	IMPORTANCE TO OPERATING THE PROJECT 1) all of this document is important 2) parts of this document are important 3) None of this document is important 4) do not know	OVERALL QUALITY 1) excellent 2) fair 3) poor 4) do not know	COMMENTS (Use back of page, if necessary)
Student Career Guide	1 2 3 4	1 2 3 4	
Student Program Guide	1 2 3 4	1 2 3 4	
Learning Coordinator's Guide	1 2 3 4	1 2 3 4	
Experience Site Learning Guides	1 2 3 4	1 2 3 4	
Cross Reference Catalogs	1 2 3 4	1 2 3 4	
Resource Person Guide	1 2 3 4	1 2 3 4	
Slide/Tape & Other RP Materials	1 2 3 4	1 2 3 4	